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ABSTRACT

This book proposes that action research can give higher education professional development a theoretical framework by integrating educational research and teaching in higher education. The book offers an alternative paradigm in higher education research and development and explains the differences between the traditional and alternative paradigms including different epistemological assumptions and theories of learning, researching and teaching. Action research is defined as: critical collaborative enquiry by reflective practitioners being accountable and making the results of their enquiry public, self-evaluating their practice and engaged in participative problem-solving and continuing professional development. Part 1 of four provides the background for the theoretical framework of action research. Part 2 presents some of the theoretical bases of theories of knowledge, learning and teaching. Part 3 demonstrates the dialectical relationship between theory and practice in the discussion of action research, educational research methodology, and change and innovation in higher education. Part 4 discusses the issues, methods, and strategies in professional development which are relevant to the theoretical framework and the action research model proposed. Author and subject indexes are included. (Contains over 300 references.) (JB)

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